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ABSTRACT

The guide is designed to assist the 4-H volunteer leader in the preparation of a resume or a written record of life experiences and resulting skills, should they decide to seek paid employment outside the home, pursue further education or simply take stock of all they have learned from "doing" in the past. It is comprised of three major sections: Part I explains briefly the rationale for the guide; Part II discusses two types of resumes - the conventional one which emphasizes work experiences and the functional type which places emphasis on the individual's past activities and resulting competencies and skills; and Part III, the Appendix, includes a variety of helpful items, such as information on programs in higher education involved in awarding credit for life experiences, worksheets to use in preparing a resume, and sample conventional and functional resumes for reference. A bibliography at the end of Part III lists publications that provide information on both types of resume writing. (AH)

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A Guide to Resumé Writing for Volunteer Leaders

"LEADERS LEARN BY DOING, TOO!"

A Guide to Resume Writing for Volunteer Leaders

Patricia A. Howe

National 4-H Intern

Maryland

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INTRODUCTION

"Learning by doing" is the principle upon which 4-H is founded. Not only do the multitude of 4-H youths learn a variety of life skills from their hands-on 4-H experiences, but so do the hundreds of thousands of volunteer leaders who work with them each year.

There is an increasing trend nationwide to encourage employers to consider the knowledge and skills an individual has developed from non-paid volunteer activities. Many government agencies, as well as the private sector, are now including space on their employment application forms, encouraging candidates to list the non-paid experiences they have had that contribute to their employment eligibility.

At the same time, more than 350 institutions of higher education in this country have programs where adults can attempt to earn college credits for their non-college learning. Volunteer activities definitely rank high among the learning experiences that are deemed to be of college level. One method used to assess competencies in a specific area is by exam; another is by a combination of personal interview and self-assessment checklist; still another is by the submission of a written portfolio, with supporting documentation. Many schools are now offering formal courses that help students with the latter. (For more detailed information, see Appendix A.)

"Leaders Learn By Doing, Too!" is a guide designed for you, the 4-H volunteer leader. Its purpose is to aid you in the preparation of a written record of your life experiences and resulting skills, should you decide to seek paid employment outside of the home, pursue further education or simply take stock of all you've learned from 'doing' over the past few or several years. It is comprised of three major sections: Part I which explains briefly the rationale for the guide; Part II discusses two types of resumes - the conventional one which emphasizes work experiences and the functional type which places emphasis on the individual's past activities and resulting competencies and skills; and Part III, the Appendix, which includes a variety of helpful items, such as information on programs in higher education involved in awarding credit for life experiences, worksheets to use in preparing a resume and sample conventional and functional resumes for your reference. In addition, there is a bibliography at the end of Part III which lists publications that provide information on both types of resume writing.

Self-description and documentation is never an easy task; in fact it is one that most of us usually try to avoid. We have designed this guide to help you make that task a manageable one. Go to it, and good luck!

PREPARING A RESUME - WHY AND HOW

Whether you are searching for full or part-time employment...planning to return to school...preparing for upward mobility in your volunteer work...or simply wanting to take stock of what you have been doing and learning over the past few or several years, a clearly written statement of your skills, abilities, interests and accomplishments is a must in today's world. Until recently, the term resume has been linked almost exclusively to paid employment experience, leading the volunteer worker to believe he or she need not write one. No longer is this the case. Prospective employers, supervisors, and those in hiring positions are professional people who use resumes regularly as part of their general evaluation process. There are two basic types of resumes--the conventional or chronological style, and the functional type--both of which will be discussed in more detail.

Let's Get Started

While it would be next to impossible for some of you to recollect exact dates and events for all of the paid and volunteer activities in which you have participated in your adult life, an effort should be made to document as many of them as you can, accurately. To begin, as an initial step in the resume writing process, an Activity Chronology will be developed. From this chronological listing of dates and events since high school, Learning/Experience Clusters will be formed, and these clusters will serve as the nucleus of your resume, either conventional, functional or both.

Keep Those Records

Before you begin to write your resume, you will need to do some data gathering. Some of you have perhaps been keeping those workshop handouts, awards and certificates, conference materials, training session programs and newspaper clippings. If so, you will find them very helpful now; if not, there is no better time to start than the present.

Determine one spot somewhere in your home where you will keep all the written documentation of your experiences and activities, both paid and volunteer. This spot might be a desk drawer emptied for this purpose, a clearly identified carton in the basement or attic, or even a large manilla folder or envelope or two, placed on the shelf of a bookcase. The main thrust here is for the materials to be saved. Having a specific place to put them greatly increases the chances of that happening.

When you do need the information for resume writing, such as now, you will no doubt be pleasantly surprised by its quantity and scope. Recordkeeping is stressed as an integral aspect of 4-H youth programming; it is no less important for all of you. Remember, leaders learn by doing, too!

Activity Chronology

One way to start the resume writing process is to develop an Activity Chronology, a simple listing of dates and events in your adult life. (See Appendix B for worksheets to be used for this purpose.)

First, jot down all of your work experiences, paid and volunteer, part-time and full-time, as they come to mind. Then begin to sort them out chronologically.

Next, begin to list any educational experiences you have had, whether they were in connection with the volunteer or paid work already listed or whether they were undertaken totally independently. Examples here might be the various workshops you have attended as a 4-H leader, training you have received as a church school teacher, or credit or non-credit courses you might have taken for your own purposes. Now sort these out into chronological order. Don't be surprised if your list keeps expanding, because it will, as more and more experiences come to mind.

The tendency among adults is to underrate themselves, often leaving out very valid information. Sometimes sorting through family photo albums or children's school records will trigger memories of events that should be included in your Activity Chronology. Talk it over with family members and friends; get together with your 4-H colleagues for a brain-storming session or two.

The completed Activity Chronology can now serve as a guide for you to use in developing the next steps in your resume writing process - the Learning/ Experiences Clusters.

Learning/Experience Clusters

Once you have your work and educational experiences laid out in chronological order, the next step is to group them by category. One way to do this is to set out headings, such as Formal Education, Technical Conferences/Workshops, Paid Employment Experience, Community Services/Leadership Positions and Volunteer Experiences. (See worksheet in Appendix C. Under each heading, list the appropriate information from your Activity Chronology. All of the suggested headings may not be appropriate for you. Use those that are, and feel free to create different ones of your own.)

Next, begin to weed out activities and experiences that might be repetitous or overlapping, not meaningful for your current purposes, valid but not appropriate, etc. Remember to keep reminding yourself to be CONCISE. Also remember that a resume is a "living" document. Like its writer, it is constantly growing and changing, and almost as soon as the first draft is ready for final copy, it is outdated and will need rewriting. It is probably safe to say that you should plan to update your resume at least once a year, if not more often. Never will the task be as arduous, however, as it is the first time around.

TWO TYPES OF RESUMES

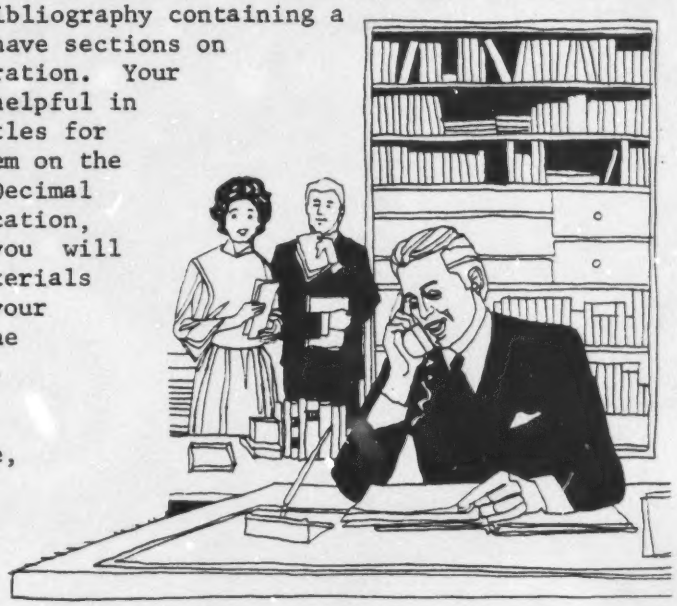
Primarily historical by nature, the conventional resume is especially appropriate for those individuals with extensive experience in well-defined jobs. It emphasizes the actual work experiences, rather than the abilities,

skills and interests of the particular individual. Stress tends to be placed on current activities as being of prime importance.

The functional resume, on the other hand, is a relatively new concept, designed specifically for the person with valid and meaningful experiences and activities, most of which have probably been on a volunteer basis. Youth activities (i.e. 4-H, Scouts, church-related programs, etc.), community services (i.e. Y.M.C.A. or settlement house boards, zoning committee or school board involvements, sports or band boosters, etc.), and political affairs (i.e. holding local office, fund-raising, campaigning, etc.) would all fall into this category. In addition to your 4-H leader work, many of you have served in a variety of other volunteer capacities over the years. The functional resume is an excellent way to express your skills and competencies without having to deal at all with the traditional paid work history so typical of the conventional resume. It stresses what you know and can do, rather than what paid positions you have held.

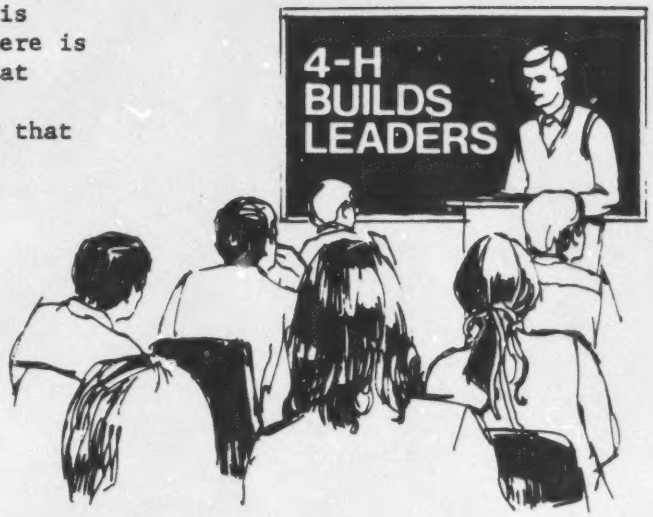
Conventional Resume

Since it is still considered the standard format in the work world, everyone should probably develop a "one-pager" or a conventional resume. There are nearly as many ways of laying one out as there are individuals writing them; the style of the final product is one of personal choice. (See Appendix D for a conventional resume outline format.) At the end of Part III you will find a bibliography containing a number of references that have sections on both types of resume preparation. Your local library can be very helpful in obtaining some of these titles for you, if you do not find them on the shelves. Under the Dewey Decimal system of library classification, which most libraries use, you will find all job and career materials catalogued as 650.14. If your library classifies under the Library of Congress system, go to the HF5381 section.



In Appendix E of this guide, you will find some sample conventional resumes that have been written by other individuals with volunteer experience.

Because many 4-H leaders have had more volunteer than paid experience, this guide tends to be so oriented. There is no intention, however, to imply that either type of experience is more valuable than the other or that one warrants greater emphasis. The underlying principle here is that you have learned a great deal from all that you have been doing over the years, and that learning involves marketable skills, either in the work world or in the college classroom. A resume is one way of narrating accomplishments.



As you plan your conventional resume, it is important to list your outstanding assets first. If your education and academic record are very stong, you may want to state them before your experience. If not, start with your experience and place your education after it. Again, if your volunteer experience far outweighs the paid work you have done, you might consider interspersing the two types, chronologically. If, however, in addition to your volunteer activities, you have had paid experiences that have a bearing on the kind of job or academic credit you seek, they are best listed first in your resume. So much depends on two criteria: 1) your individual experiences, and 2) your goals and objectives in preparing the resume. What have you done? What kinds of skills have been acquired? Where do you want to go next? You will no doubt find that you will need to rewrite your basic resume somewhat each time you plan to use it. Always emphasize the strengths you possess that most closely match the requirements of the position or academic credit that you are seeking.

Format

List your name, address, and phone number at the top of the resume. Begin the body with the Learning/Experience Cluster that you decide to be your strongest asset and the one best suited for your purpose. Follow this by your additional clusters, in order of importance, and save any personal data (i.e. age, marital status, preferred geographical location, etc.) for last. Include only that information which will help you obtain your objectives. When suggesting references, select people who can give a fair and accurate account of your abilities as they relate to the job being sought. It is usually preferable to state "references furnished upon request," rather than listing names and addresses on the resume itself. Remember, be CONCISE; don't clutter your resume with unnecessary information!

Final Copy

When you have drafted your resume in final form, it is ready to be typed. Whether you are able to type it yourself or have someone else else do it for you, always proofread. If possible, also ask a family member or friend to check it over for typographical errors that you might have missed. Corrections made with "white out" do not show on reprinted copies.

While it is preferable to have the resume duplicated by photo-offset on good quality paper, rather than Xeroxed or mimeographed, costs are always a consideration.

Remember, your resume is an advance introduction to you. Be sure you are represented well.

Functional Resume

Organizing your experience by skills or functions, rather than in time blocks or organizations worked for, distinguishes a functional resume from the conventional type. Because of its very nature, the functional resume is often the more appropriate one for the volunteer leader to develop. As stated earlier, it focuses much more on you, the individual, and the strengths, skills and interests you have to offer, rather than on the actual experiences you have had. Therefore, as you begin to write your functional resume, keep in mind the kinds of transferable competencies you have developed that would make you valuable to a prospective employer. Remember to group your strengths in categories which are closely associated with the requirements of the job you are seeking.

For purposes here, we will divide those skills or competencies into five distinct, and yet related categories, associated with teaching/learning "life skills" - an integral part of 4-H youth programming:

- Leadership
- Management - Administration
- Communications (written and oral)
- Interpersonal Relations
- Teacher-Youth Group Leader

If there are other categories you feel you have strengths and knowledge in, add them to the five suggested here.

Begin your functional resume much the same way you started your conventional or "one-pager" resume - with an Activity Chronology and Learning/Experience Clusters. From this point on, however, the process will differ. Turn to Appendices F and G for the five suggested functional skills categories and accompanying worksheet. Look them over carefully, mentally taking stock of what you feel applies to you. Do you think you have acquired any additional knowledge, skills or competencies that might require further category headings? If so, develop them.

Now comes the task of sorting through your Activity Chronology to develop groupings of activities and experiences that require similar skills. For example, at one time you may have been chairman of your church's rummage sale, while at a later date you served as county coordinator for a 4-H dress revue. Both of these activities require management and leadership skills. Another example: you have been a 4-H project leader for a number of years, and at the same or another time you have taught a term or more of church school. Both of these activities require competencies in teaching, youth leadership, interpersonal relations, communication and organization. The idea here is to group your activities and experiences by competencies and to show your audience how knowledgeable and competent you are in a variety of functional skills.

Once you have established the basic competency groupings that you plan to include in your functional resume, the next step is to describe precisely what you have done that has allowed you to develop those skills. The key here is to focus on action words or verbs, such as designed, supervised, produced, established, organized, etc. (See Appendix H for list of action words.) Try to avoid such passive phrases as "was asked to," "helped organize," and "worked with." The tendency among adults involved in a self-descriptive process such as this is to play down their accomplishments. Don't underestimate yourself! Try to be as objective as you can - almost as if you were describing a good friend, instead of yourself. At the same time, be brief and concise in your descriptions, working them over until they convey the necessary information without being wordy. It is not necessary to state whether an experience was gained in a volunteer or paid job.

Format

Turn to Appendix I for a sample functional resume format or outline. As with the conventional resume, list your name, address, and phone number at the top of the first page. Next, it is usually an excellent idea to state clearly and concisely your objective(s) at the present time. (As your objectives change, so will the wording of this section of your resume.) What is it you want to do? If your goal is to obtain paid employment outside the home, what type(s) of work are you looking for? If you plan to return to school and are attempting to earn academic credit for some of your life experiences, briefly describe your academic goals. (i.e. Do you plan to pursue an undergraduate or advanced degree in a specific field, need updating or recertification in a profession chosen many years ago, etc.?)

Next, sort through your Learning/Experience Clusters for any that are outstanding and warrant being highlighted at the beginning of the resume. For example, if your educational background is particularly strong, start with it, or if you have had considerable experience (paid or volunteer) in the area in which you are now seeking paid employment, place it up front. Otherwise, do not focus upon these clusters individually in your functional resume. Rather, incorporate them into the action word listings under your functional skills categories.

Now turn to Appendix J , the Action Words List and the Functional Skills Categories worksheet. Using the stated examples as guides, develop as many competencies of your own as you can. (Working with a colleague at this point can be very helpful.) Once you have completed these categories, sort them out so that the one(s) most directly related to your stated objective(s) appear(s) first on your functional resume, followed by the remainder in order of their strength. (See Appendix K for sample functional resumes.)

Finally, include any personal data (marital status, desired geographic location or willingness to relocate, etc.) that you think is particularly appropriate, plus a statement noting that references are available upon request.

COVER LETTER

It is not always possible or appropriate to deliver a resume in person; sending it by mail is common practice. When you do mail out your resume, typically in response to a classified advertisement, a cover letter should always accompany it. This letter should be carefully adapted for each specific employer, showing how you can best fill the desired position. It can state your goals or objectives and how they mesh with the prospective employer's needs.

In addition, each letter should be brief (not more than one page) and typed or handwritten individually, not reprinted. Every effort should be made to address each letter to a particular individual, giving name and title. Unfortunately, this is often not possible. (See Appendix L for cover letter example.) Note that the cover letter should be concise, factual and convincing. What you say about your experiences and accomplishments should encourage the person to read the attached resume and interview you.

ONE FINAL WORD

"Leaders Learn by Doing, Too!" is a resume writing guide that has been developed to help you, the volunteer 4-H leader, document in writing your learning experiences and activities. Use it as it best suits your needs, adopting those ideas that make sense to you and disregarding those that seem inappropriate.

Whether at this stage of your life you would like to (re)enter the job market, pursue higher education or simply see "in print" your many and varied accomplishments, we think you will find the resume writing process a worthwhile one, indeed.

One final word! Remember to designate a spot in your home for keeping those records. Constantly be aware of how very skilled and competent you are and pursue your determined goals with vigor. We hope we have helped. Good luck!

APPENDIX

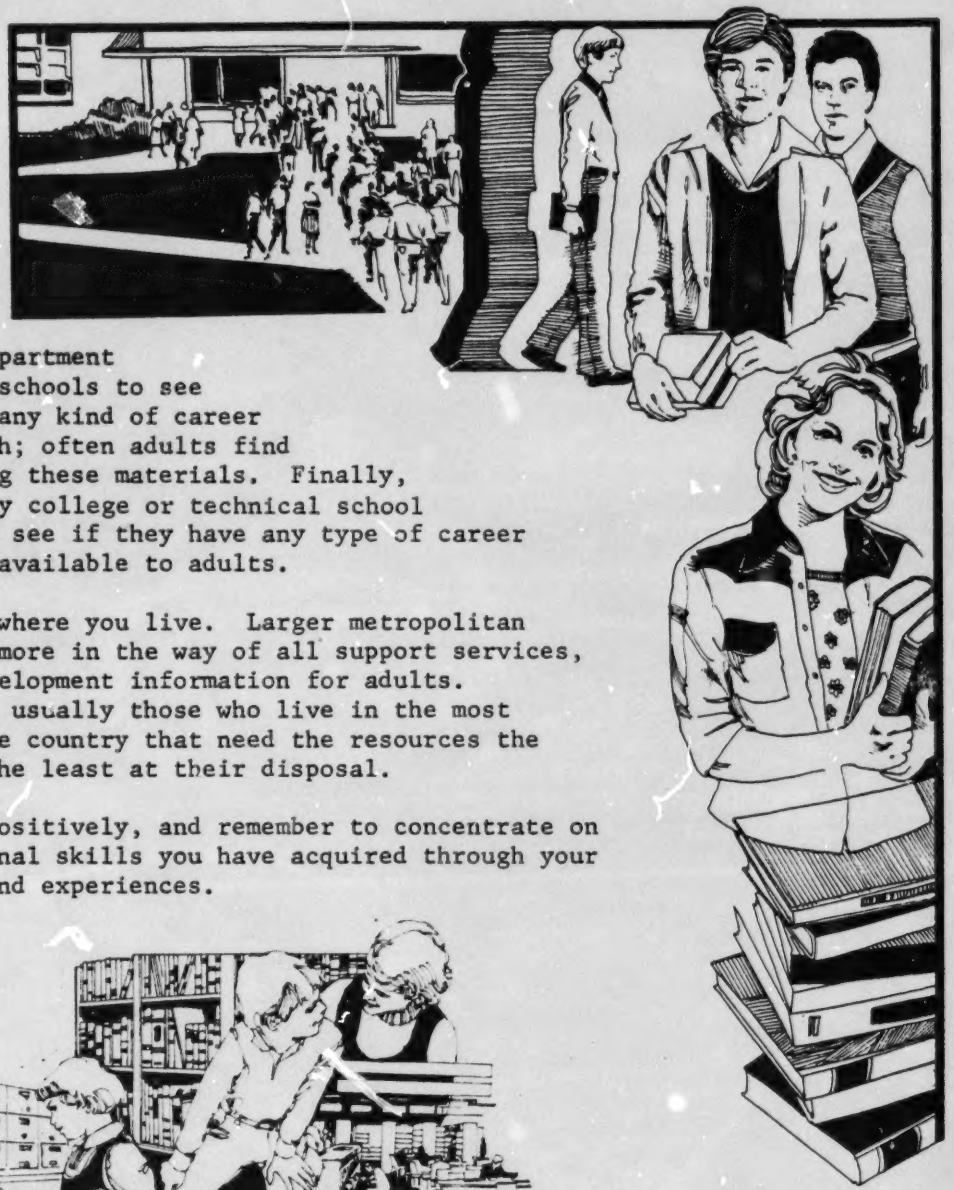
COLLEGE CREDIT FOR LIFE EXPERIENCE

Council for the Advancement of Experiential Learning (CAEL) is the parent organization for institutions awarding college credit for life experience. If you never started college or dropped out before earning a bachelor's degree, being able to translate some of the valuable learning you have acquired by 'doing' over the years can be a significant factor in your decision whether or not to pursue that degree now. (Some schools are even beginning to allow life experience credits at the master's level.)

To find out which colleges and universities in your area are taking part in this pioneering program write: CAEL, Lakefront North, Suite 300, Columbia, Maryland 21044; or call toll-free (800) 638-7813, 9:00 a.m. to 9:00 p.m.

CAREER DEVELOPMENT INFORMATION

Because each locality in the country has its own particular set of community resources, only broad guidelines can be offered to the volunteer 4-H leader seeking career development information. Reference departments in municipal libraries often have listings of local institutions and/or agencies providing this service.



Also, the adult education division of your local public school system might be a useful contact. Typically, career information falls within the responsibilities of the vocational education department. Check also the guidance department of your nearby high schools to see if they have set up any kind of career centers for the youth; often adults find excellent ideas among these materials. Finally, contact the community college or technical school nearest your home to see if they have any type of career counseling services available to adults.

Much will depend on where you live. Larger metropolitan areas tend to offer more in the way of all support services, including career development information for adults. Unfortunately, it is usually those who live in the most isolated areas in the country that need the resources the most and have them the least at their disposal.

Be creative, think positively, and remember to concentrate on all valuable functional skills you have acquired through your various activities and experiences.

Appendix B

ACTIVITY CHRONOLOGY

List both paid and volunteer experiences and post secondary formal and informal education.

Date	Event

Appendix C

LEARNING/EXPERIENCE CLUSTERS

(Use Chronological Order)

Formal Education

Community Services/Leadership Positions

Training/Workshops

Volunteer Experiences

Employment Experience

CONVENTIONAL RESUME FORMAT*

Name
Address
Phone Number(s)

Experience/Learning Cluster

Experience/Learning Cluster

Experience/Learning Cluster

Experience/Learning Cluster

Awards/Certificates/Honors

Publications

Personal Data (mirimal)

References furnished upon request.

*Make an effort to keep your conventional resume to one page. LIST THE EXPERIENCE/LEARNING CLUSTERS CHRONOLOGICALLY OR IN ORDER OF IMPORTANCE, ACCORDING TO PERSONAL GOALS.

CONVENTIONAL RESUME SAMPLE

Frances H. Smith
2085 Midline Road
Providence, RI 20102
Home: (205) 456-2418
Office: (205) 457-2047

Community Services/Leadership Position

1968 - present: Volunteer 4-H Leader
1979 - 1980: Area Tri-county clothing resource leader
1979: Chairman - fashion revue board
1977 - 1979: Officer - townwide P.T.A. Council
1974 - 1977: Elementary School P.T.A. Board
1973: Countywide 4-H fair superintendent
1970 - 1972: Cooperative Extension Service County Program Advisory Committee
1969 - 1970: 4-H area activity leader
1968 - 1969: Church School Advisory Board

Educational Experiences

1966: Associate degree in business communications - Roger William Community College
1981: Rhode Island State Volunteer 4-H Leaders' Forum
1968 - 1981: Countywide 4-H leader training workshops
1979: Rhode Island State Clothing Leader Workshop
1975: "Communicating with Today's Youth" - American Red Cross
1973: "Developing Resources in Non-Profit Agencies" - Voluntary Action Center

Employment History

1979 - present: Assistant to mortgage department manager, Mohighan National Bank
1974 - 1979: Bank Teller, Mohighan National Bank
1969 - 1974: Demonstrator and area distributor - Tupperware Products

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References furnished upon request

Conventional Resume Sample

Elizabeth A. Downs
3604 Underwood Street
Fulton, Iowa 78032
Phone: (702) 362-7263

Experiences and Interests

1958 - present: Volunteer 4-H Leader - project, activity, organizational
1979 - present: Chairman, "Save the Fulton Community Center" Committee
1980 - 1981: 4-H County Program Leader
1976 - 1980: 4-H Contact Leader
1974 - 1976: 4-H Project Developmental Committee
1972 - 1974: 4-H Camp State Advisory Board
1971 - 1972: 4-H Area Service Leader
1970 - 1972: P.T.A. Officer
1967 - 1969: 4-H County Project Chairman
1965 - 1966: President, Community Nursery School
1962 - 1965: "Friends of the Burnsville Library" Member

Education

1960: Bachelor of Science in Home Economics Education, The University of Minnesota
1965 - 1970: Adult education courses in psychology, typing, bookkeeping and Spanish
1958 - 1981: Intensive training in youth clubs management, youth development and group dynamics

Employment

1960 - 1964: Home Economics teacher, St. Paul, Minnesota
1970 - 1981: Adult education instructor - upholstering, food preservation and nutrition

References available upon request.

Conventional Resume Sample

Sarah M. Hitchcock
3924 Hamilton Street, N.W.
Washington, D.C. 20102
Phone: (202) 719-4328

Experiences and Activities

1976 - Present: Volunteer 4-H project leader - foods and nutrition, clothing, health and safety, horticulture and urban gardening
1978 - Present: Coordinator - church senior citizen's advisory committee
1973 - 1980: Church trustee
1977: Youth group drill team leader
1975 - 1977: Girl Scout neighborhood cookie chairman
1970 - 1975: Christian education instructor - youth and adults
1968 - 1974: Owner and operator - community nursery school
1971 - 1972: Church deacon

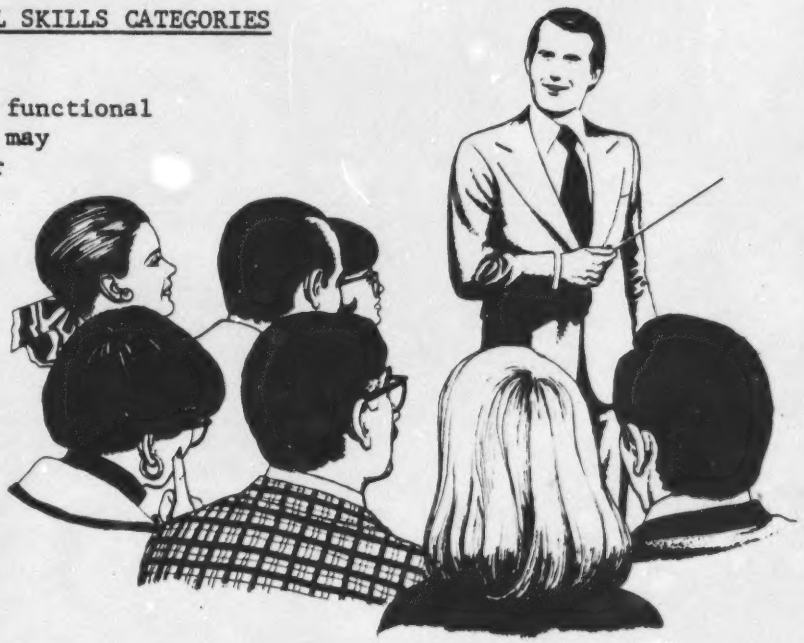
Education and Training

1976 - Present: Extensive training in subject matter workshops by Cooperative Extension - U.S.D.A.
1974 - Present: National volunteer 4-H leaders' forums
1977: Group dynamics training
1976: Values clarification workshop
1966: Associate of Arts degree, Federated City College, Washington, D.C.
1964: Diploma - Roosevelt Senior High School, Washington, D.C.

References furnished upon request.

FUNCTIONAL SKILLS CATEGORIES

The following are suggested functional skills and competencies you may have gained from all of your experiences, including 4-H leadership. They are intended to help you in developing your functional resume. Use those that are appropriate for your own individual situation and feel free to make any additions.



Management/Administration

- Set realistic goals for planned activities
- Determine the resources needed (time, money, people and materials) to accomplish these goals
- Recruit competent personnel when needed
- Establish program priorities
- Delegate responsibilities and tasks
- Estimate length of time needed for task completion
- Make good decisions promptly
- Resolve group conflicts
- Plan activities
- Organize time, people and resources
- Carry out assigned tasks
- Develop and plan programs
-
-

Communications

- Listen carefully when others speak
- Know that facial expressions, a deep sigh or a nod of the head can say as much as words
- Speak well in groups and in front of groups
- Lead group discussions effectively
- Give clear answers to questions
- Write clear, succinct reports
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Leadership

- Assist individuals in setting personal goals
- Direct individuals in accomplishing those goals
- Provide guidance and advice
- Teach an individual a new skill
- Persuade others to accept commitments
- Organize committees to carry out tasks
- Keep records of individual and group activities
- Conduct meetings well
- Delegate responsibility well
- Prepare meeting materials well in advance
-
-
-
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Interpersonal Relations

- Involve other people in activities
- Recognize the needs of others
- Respond to the needs of others
- Know how to make other people feel at ease
- Counsel young people
- Effectively encourage an individual to consider the various aspects of a particular situation
- Help others to see errors as an opportunity to learn
- Deal effectively with interpersonal conflicts between other people and self
- Correct or reprimand a person's behavior without attacking him or her personally
- Execute the positive reinforcement technique effectively
- Recognize an individual's or group's strengths
- Establish rapport with the individuals with whom I am working
-
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Teacher-Youth Group Leader

- Comfortably demonstrate a certain skill or technique to other people
- Use techniques which help people to express themselves
- Adapt easily to last minute changes in plans
- Encourage others to do their very best
- Admit ignorance when such is the case
- Understand that young people pass through distinct developmental stages
- Understand that youth have different needs at different stages
- Teach effectively
- Plan sessions well
- Tolerant of differing viewpoints and values

FUNCTIONAL SKILLS CATEGORIES WORKSHEET

Management/Administration

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Interpersonal Relations

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Communications

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Leadership

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Teacher/Youth Leader

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ACTION WORDS LIST

The following are suggested action words for you to use in your functional resume. Feel free to make additions!

addresses
administers
applies
arranges
articulates
assesses
compiles
conducts
coordinates
counsels
defines
delegates
delivers
demonstrates
describes
designs
determines
develops
drafts
edits
enlists
establishes
evaluates
executes
explains
furnishes
identifies
initiates
interprets
maintains
manages
modifies
monitors
organizes
performs
plans
prepares
presents
produces
provides
recognizes
records
reports
reviews
schedules
serves
solicits
supervises
teaches
trains
utilizes
writes

FUNCTIONAL RESUME FORMAT OUTLINE*

Name
Address
Phone Number(s)

Objective(s):

Learning/Experience Cluster(s), only if particularly pertinent to your objective(s)

Action Word Functional Skills areas, listed in order of their importance to your objective(s)

Management/Administration (If this is appropriate for you, place it first.)

(List here the experiences you have had, positions held, etc. and the functional skills you have to offer in this category.)

Communication

(List here the experiences you have had, positions held, etc. and the functional skills you have to offer in this category.)

Etc.

Minimal personal data

References furnished upon request

*You may need more than one page for your functional resume.

ACTION WORD FUNCTIONAL SKILLS CATEGORIES

Using the examples given as guides, list below each heading the action word descriptions of your own experience/skills.

Management/Administration

. Determined the necessary resources (time, money, people and materials) to accomplish established goals

. Acquired indepth understanding of the organizational structure of Cooperative Extension

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Communications

. Spoke often in front of groups

. Wrote program status reports

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Leadership

. Delegated responsibilities to youth and other adults

. Conducted group meetings

. Supervised temporary student workers

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Interpersonal Relations

. Solved interpersonal conflicts within a group

. Acquired an awareness of the feelings and needs of others

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Teacher/Youth Group Leader

. Determined the interests of individual youths

. Learned tolerance for individual differences among youth

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FUNCTIONAL RESUME SAMPLE

Frances H. Smith
2085 Midline Road
Providence, RI 20102
Home: (205) 456-2418
Office: (205) 457-2047

Objective: To obtain an interesting position in a stimulating environment that both serves the public and utilizes my strengths in interpersonal relations and communications.

Communication Experiences

- Developed "Working with 4-H Teens and Clothing" - a slide/tape presentation for 4-H leaders.
- Publicized 4-H and PTA events through available media.
- Planned and conducted leader training workshops for 300 volunteer youth leaders.
- Prepared written reports and evaluations as 4-H volunteer and PTA officer.
- Identified, recruited and trained judges for a countywide fair.
- Moderated countywide fashion review.
- Promoted public relations.
- Dealt with the public extensively during seven years of recent banking experience.

Leadership Experiences

- Developed year-round club program as 4-H tri-county area clothing resource leader.
- Planned and conducted meetings to organize, manage and evaluate County Fair.
- Supervised overall planning, functioning and evaluating of county-wide fair.
- Organized project training and special activities as tri-county area clothing resource leader.
- Coordinated area activities with committees.
- Developed a variety of training programs for volunteer youth workers and 4-H leaders.
- Served in policy interpretation advisory capacity as townwide PTA board member.
- Recruited personnel, both for PTA and 4-H.
- Identified needs and desires of local constituency and interpreted them to town-wide council.

Leadership Experiences (Continued)

- Organized youth clubs.
- Coordinated schedules of activities for area-wide 4-H events.
- Established committees to plan, carry out and evaluate activities.

Interpersonal Relations Skills

- Listening to and responding to the needs of others.
- Involving other people in activities.
- Knowledge of techniques for making other people feel at ease.
- Counseling, both youth and adults.
- Dealing effectively with interpersonal conflicts among other people and between self and others.
- Ability to point out unsatisfactory performance effectively.
- At ease with all age groups.
- Expertise in group dynamics, both as a leader and a member.

Employment History

- Assistant to commercial bank mortgage department manager
- Bank teller
- Demonstrator and area distributor for Tupperware products

Education

- Associates degree in business communications
- A wide variety of in-service training sessions at local level, county and statewide workshops and forums, and a weeklong 4-H National Leaders' Conference in Washington, D.C.

References furnished upon request

Functional Resume Sample

Elizabeth A. Downs
3604 Underwood St.
Fulton, Iowa 78032
Phone: (702) 362-7263

Objective: To obtain a responsible position in youth or adult recreation management which would allow me to utilize both my professional training and extensive experience in a variety of community service activities.

Communication Skills

- Training adult and youth leaders in a variety of subjects
- Publicizing an organization's activities via the media
- Graphic arts experience both in developing visual aids for workshops and designing materials for local publicity
- Leading group discussions
- Establishing a theme and carrying it out
- Testifying before the state legislature for funding for youth organization programming
- Networking with Girl Scouts of America, local school systems, The Minneapolis Zoo and Campfire Girls
- Public speaking
- Designing and writing club bulletins to go out to members and sponsors
- Preparing written reports and evaluations
- Writing proposals for funding for community projects
- Promoting public relations at the local and state levels
- Communicating between youth and parents and between families and the 4-H office
- Excellent verbal skills - written and oral

Management/Administration Experience

- Managed fund-raising campaigns for community service projects
- Conducted a needs assessment survey of recreational programs; determined personnel and material resources needed
- Coordinated resources of church and community as chairman of Community Center Preservation Committee
- Planned statewide fashion revue
- Developed and implemented total school community energy-saving program
- Coordinated resource persons, as 4-H organization leader
- Recruited and trained judges for county fair
- Interviewed, hired and evaluated new professional staff for youth organization
- Presided over a parent-teacher organization in an elementary school of more than 750 students

Teaching/Training Experiences

- Trained new adult and youth workers
- Taught recreational activities to youth and adults
- Taught a wide variety of subject content to youth, as volunteer 4-H project leader
- Taught full-time as a public high school home economics teacher for four years
- Instructed a variety of adult education courses in upholstering, food preservation and nutrition
- Established short courses in 4-H programming and recruited individuals with expertise to teach them
- Trained judges for 4-H

Education

- Bachelor of Science degree in Home Economics Education, University of Minnesota
- Adult education courses in psychology, typing, bookkeeping and Spanish
- Intensive training in youth club management, youth development, and group dynamics

* References available upon request

Functional Resume Sample

Sarah M. Hitchcock
3924 Hamilton Street, N.W.
Washington, D.C. 20102
(202) 719-4328

Objective: To obtain employment in a community-based youth or adult recreation or continuing education program.

Teacher-Youth Group Leader Experiences

- Planning and executing programs with youth and adults
- Teaching youth to organize and manage resources - materials, people and time
- Advising youth about leisure time activities
- Advising youth and adults about career development
- Counseling youth, adults and senior citizens
- Organizing recreational activities with community youth
- Teaching a wide variety of subject matter to hundreds of youth and adults over a period of 13 years
- Instructing youth in a drill team setting
- Training other adults to teach youth and adults

Interpersonal Relations - Group Dynamics Skills

- Understanding the stages of life development
- Understanding that individuals have different needs at different stages
- Employing techniques which help people to express themselves
- Establishing rapport with other prople and helping them establish it with each other
- Recognizing and dealing with individual and group strengths and weaknesses
- Executing the positive reinforcement technique
- Dealing effectively with interpersonal conflicts
- Encouraging individuals to consider the various aspects of a particular situation
- Recognizing the needs and rights of others
- Involving other people in activities

Communications Skills

- Listening actively
- Writing clear, succinct reports
- Keeping accurate records
- Speaking in public
- Writing publicity notices
- Leading group discussions
- Promoting public relations

*References furnished upon request

COVER LETTER SAMPLE

3201 W. Hurley Drive
Grand Rapids, Michigan 46302
October 4, 1981

Standard Federal Savings
4800 Frederick Avenue
Grand Rapids, Michigan 46302

Dear Sir:

The banking trainee position that you advertised in the October 3 issue of the Grand Rapids Tribune interests me very much. Dealing with the public and using communication skills are both areas in which I have had extensive experience and possess considerable expertise.

I am enclosing my resume for your perusal, and I shall be calling your office the end of the week to set up an appointment for an interview.

Sincerely yours,

Dorothy M. Gordon

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. Robbins, Paula I. Successful Middle Career Change, New York: Amacom, 1978. pp. 158 - 174: (Excellent discussion of both chronological and functional resumes, with examples of both.)

B. Publications on Documenting Prior Experiential Learning

. I CAN - A Tool for Assessing Skills Acquired Through Volunteer Service. Developed by the Council of National Organizations for Adult Education: Task Force on Volunteer Accreditation. New York, 1978. Available from: Ramco Associates, 228 East 45th Street, New York, NY 10017; (Easy to use guide for documenting competencies.) Approx. cost: $5.25.

. I CAN - An Interagency Collaboration for Volunteer Development - Volunteer Workbook. American Red Cross, 1980. (Very extensive workbook for assessing marketable skills and competencies acquired through life experience.)

. Eckstrom, Ruth B., Harris, Abigail M. and Lockheed, Marlaine E. How To Get College Credit For What You Have Learned As a Homemaker and Volunteer. Princeton, NJ: Educational Testing Service, 1977. (Excellent workbook for anyone interested in pursuing higher education and earning college credit for life experiences.)